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ABSTRACT

Patterns of distance education in Nigeria are surveyed in this report, and the level of application of educational technology to enhance learning is addressed. Following an analysis of the concept of distance education and the need for such a system in Nigeria, three patterns of distance education are identified and discussed: those depending solely on print correspondence; those that are multimedia-based but dependent heavily on broadcast media; and those using print and study centers. Programs and methods used in Nigeria are described, including correspondence education; the University of the Air; the National Teachers Institute (NTI); the Correspondence and Open Studies Institute (COSIT), University of Lagos; Teacher In-Service Education Program; Nigeria Certificate of Education (N.C.E.) by correspondence; and the National Open University. Additional aspects and problems discussed relate to dominance of the use of printed course materials, long face-to-face teaching sessions (or contact sessions), study centers, and course offerings and entry qualifications. It is concluded that distance education in Nigeria is having the desired impact. Included are 19 notes and references, a 28-item bibliography, a categorization of unqualified teachers, correspondence college accreditation requirements, and lists of the Institute of Technology (IMT) University of the Air programs and COSIT courses. (LMM)

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Educational Technologies to Enhance Learning
at a Distance

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DISTANCE EDUCATION: A NIGERIAN PERSPECTIVE

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AT

The 1984 International Conference of
the ICEM held at Banff Canada on the
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1. INTRODUCTION

The purpose of this paper is to survey the patterns of distance education in Nigeria and to examine the level of application of educational technology to enhance learning at a distance in a developing Third World Country.

2. In the progress of the human race, education has emerged as the most potent factor in the economic well-being of a nation, its standard of living and its potential growth depend very much on the efficiency of its system of education and training, and on the amount of effort and finance the nation is willing to devote to it.

3. In most developing countries the demand for education has widely outweighed the resources. Traditional classroom method met the demand when higher education was the monopoly of the elite and the prosperous. With the awakening of the masses and the acceptance of Education as the passport to good life as well as the desired modern social objectives to democratise and extend educational opportunity to all sections of the society, the elitist concept had to be discarded and education made available to all.

4. In the context of nation-building in Africa, Kabawassa and Kaunda (1973) state that:

"Every possible medium is being used to extend education and skill acquisition to the people and many independent nation have introduced or are actively expending, correspondence education as a means of extending education to distance learners."

5. Kaye (1973), Laidlaw and Layard (1974), Rumble (1976) and Ansere (1982) all emphasise the cost advantages of distance education, its high manpower development capacity and its high absorptive capability.

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Rense Erdos (1975) referring to the indispensability of distance education states:

"..... because of the ever greater demand which the future as well as the present is likely to make on it to provide those modules of independent study for individual work which the coming total system of lifelong learning will require."⁽²⁾

6. The contribution of education to national development could conveniently be measured by the degree to which a nation's social, cultural, and economic aspirations are served by its education system. In the context of developing countries, distance education provides one of the best opportunities for adult learners to acquire knowledge, skill and competence which are provided in non-formal educational programmes so that recipients will be easily employable, progress in their employment or make satisfactory use of their leisure.
7. The majority of the developing countries adopted the formal education system which is a legacy of their colonial past. In Nigeria the formal education structure was inherited from the British Colonial Administration. The predominant features of this structure is the institutionisation of learning in schools, colleges and the universities by which the students and their teachers are in face-to-face contact in the class/lecture rooms.
8. Distance education implies a physical separation of the students from their teachers thus emphasising learning as the essential objective of the education process.⁽³⁾ This implies the shift of emphasis from teachers teaching in the classrooms to student learning in any convenient environment.

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II. THE CONCEPT OF DISTANCE EDUCATION

9. The term distance education is a relatively new terminology in Nigeria even though a good number of Nigerians have obtained the external degrees of the University of London and other Overseas institutions - through correspondence tuition and private studies many years back. This is because while correspondence tuition depends on printed materials to which we have been well accustomed, distance education systems are multi media oriented.

The definition of the term "Distance Education" has been attempted by many educationists but the one proposed by Holmberg (Holmberg 1977) seems to have gained universal acceptance. According to Holmberg.

"The term 'distance education' covers the various forms of study at all levels which are not under the continuous immediate supervision of tutors present with their students in lecture rooms or on the same premises but which nevertheless benefit from the planning guidance and tuition of a tutorial organisation."⁽⁴⁾

10. Distance Education is thus a trend from group instruction to self-instruction and from formal learning to non-formal learning. "It represents the difference between restricted or controlled education and independent or autonomous education and between education for the elite and education for all."⁽⁵⁾ It is in essence the democratisation of Education for the benefit of those who want it.

11. The realization that education is not simply a matter of formal schooling but a life-long endeavour which should permeate through the whole community is just being realised in Nigeria. This realization has been forced on us not only by the inability of the formal school system to satisfy all the educational needs of Nigeria, but also by the impact of changing technologies on the world of work.

III. THE NEED FOR DISTANCE EDUCATION SYSTEM IN NIGERIA

12. Many thousands of youths are denied the opportunity either to develop their own potential or to contribute fully to the social, cultural, and economic life of their nation because they cannot continue their education to an appropriate level.

13. In Nigeria, with the introduction of the Universal Free Primary Education Scheme in September, 1976, the government has been faced with the problem of having good and qualified teachers, classrooms, materials and equipment to absorb the large numbers of children enrolled into both primary and post primary institution. There was a sharp increase in the number of primary school enrolment. The target population in 1973 was 4,746,080 but between 1975 and 1980 this rose to 11,520,500.⁽⁶⁾ The existing Post Primary Schools, in fact, are unable to absorb the large turn out of primary certificate holders. Admission into a secondary school thus becomes a privilege denied to many primary school leavers. In the area of mass secondary and higher education, the class room method has been equally grossly inadequate. In a recent interview by the Registrar of Nigeria's Joint Admission and Matriculation Board (JAMB), it was revealed that the admission rate of candidates into Universities is less than 20 per cent, to the effect that only 13,675 students were offered admissions in 1979/80 out of 114,397 applicants.

14. The participation of the total population of a given society in education can hardly ever be achieved by sending everybody to the classroom. Even if an arrangement whereby people take turns in attending classes is possible, it would be difficult to find adequate number of teachers to teach the classes all time. Besides, the cost of such an arrangement would be obviously prohibitive and beyond the reach of poor people and poor nations; however, Distance Education provides a manageable solution for the democratisation and liberalisation of Education.

15. The other advantage of distance is flexibility. Students do not have to undergo the physical strain of transportation to and from the classroom. Adult learners do not have to subject themselves to the restrictions and indignities of the classroom.

16. There is a considerable percentage of youths who could not continue with their normal school education for various reasons such as, lack of funds, premature of unplanned pregnancy, extended family obligations or some other sociological or cultural factors. Distance Education offers another chance for such youths to acquire more knowledge, skill or competence and thereby attain better economic status.

17. The rapidity of technological developments throughout the world have resulted the establishment of new industries and services that require specialised skilled labour. Progressive modernisation of industrial set-ups has created problems of re-training of labour force to cope with the demands of the changes in technologies. Distance Education makes this possible without removing them from the work scene.

18. Many candidates who sit for the West African School Certificate examination or the General Certificate of Education, ordinary or advanced levels do not pass the selected subjects and so have to retake them. In 1980 May/June G.C.E. ordinary level examination, out of the 164,899 candidates who sat for English language, 26,643 or 16.15 per cent passed with credits, 76,100 or 46.14 per cent had ordinary passes. In the same examination, out of the 153,611 candidates that sat for Mathematics, 24,596 or 16.01 per cent passed with credits while 68,416 or 44.56 per cent had ordinary passes.⁽⁷⁾ The same also applies to other similar examinations held in the country. Out of the 2,069 candidates that sat for G.C.E. advanced level History in 1980 only 331 passed with grades A to D. Out of the 871 candidates who sat for Mathematics in the same examination the same year only 71 passed with grades A to D⁽⁸⁾

19. Some Educational Authorities in Nigeria do not allow unsuccessful candidates to repeat their papers in formal school examinations. Furthermore limited number of vacancies are provided for repeaters in remedial and adult evening classes. Others then have to resort to distance education in order to pass the required subjects. The potential clientele for correspondence Education is thus very large.

20. Lifelong education has been accepted as imperative for the adults working-force of a nation. This can only be done through Distance Education.

IV PATTERNS AND PRACTICES

PATTERNS

21. There are several vacation and part-time courses leading to degree, diploma and proficiency certificates organised by Nigerian Universities especially the older ones. These courses rely heavily on face-to-face teaching during long vacation periods and could not be correctly described as distance education. The main characteristic of distance study as had been explained is that it is based 'on non-contiguous communication' and "the learner is at a distance from the teacher for much, most or even all of the time during the teaching-learning process".⁽⁹⁾ Based on this description three patterns of distance education can be identified as operating in Nigeria. These are:-

V THOSE DEPENDING SOLELY ON PRINT CORRESPONDENCE

In this system the student does not see the teacher. Everything is based on correspondence between the institution offering the course and the private student. The institution mails the courses in series and the student studies them, does the assignments and tests and then sends back the written answers to the institution.

22. Correspondence tuition has a long history in Nigeria. It started with the famous Wolsey Hall and Rapid Results College to mention a few.

Many top civil servants and successful leaders in the country today went through one kind of correspondence course or the other in the early 40's, 50's and 60's when there were very few higher institutions of learning in Nigeria. A typical example is the Exam Success Correspondence College in Lagos.

VI THOSE THAT ARE MULTI-MEDIA BASED BUT DEPENDENT HEAVILY ON THE BROADCAST MEDIA

23. Under this system, the schools broadcasts organised mainly by the Federal Radio of Nigeria (FRCN), the National Educational Technology Centre (NETC), "The University of the Air Project" jointly run by the Institute of Management and Technology (IMT), Enugu and the Educational Services Department of the Anambra State Broadcasting Service fall under this category. Both the schools broadcasting and the University of the Air use printed materials to support the broadcast programmes. The University of the Air in addition to the broadcasts and the printed materials conducts week-end tutorials.

VII THOSE DISTANCE EDUCATION SYSTEMS USING PRINT AND STUDY CENTRE

24. This category sends printed course materials to the individual student but conducts face-to-face teaching or contact sessions at the study centres. Distance education of this type is adopted by the National Teachers' Institute (NTI), the Institute of Education, Ahmadu Bello University Zaria for both the Teacher Inservice Education Project (TISEP) and the National Certificate of Education (NCE) by correspondence course; and also by the Correspondence and Open studies Institute (COSIT) of the University of Lagos.

VIII PRACTICES

CORRESPONDENCE EDUCATION

25. The attainment of independence from Colonial rule by Nigeria in 1960 brought a great demand for education by Nigerians. Many advanced teachers colleges and universities sprang up and all required minimum entry qualifications.

Many businessmen therefore started to establish correspondence institutions as commercial ventures in order to meet the rising demand. Today there are over eighty five correspondence colleges operating commercially and providing courses leading to general certificate of education and similar qualifying examinations. The Exam Success Correspondence College is one of them.

26. The College was established in 1964. It offers correspondence tuition in academic subjects - leading to general certificate of education at both ordinary and advanced levels, and also professional subjects in grade II teacher's course. The subjects taught include English language, English literature, Mathematics, History, Geography, Chemistry, Biology, Physics, Arithmetics, Principles and Practice of education etc.

27. The courses are provided in written texts with in-built assessment procedures. The students are mostly working adults and those who failed some papers in the school certificate or teacher's grade II examinations as well as those who want admission into institutions of higher learning. A student is free to register for one subject or any combination of subjects to suit his purpose. The college operates zonal offices where students register for the subject and obtain advice from their distant tutors. The college advises the students about when to present themselves for the General Certificate Examinations.

28. In order to ensure that Correspondence Colleges fulfil the objectives for which they are established the Federal Government introduced an Accreditation process.

It is the constitutional responsibility of the Federal Government to prescribe minimum standard of education at all levels.

As the number of the correspondence institutions were increasing the Government promulgated the "Education Correspondence Colleges (Registration etc) Decree" - Decree No.11 of February 10th, 1977 - to regulate the establishment, registration and standards of correspondence institutions. Before the Act was promulgated, correspondence colleges in Nigeria were being registered with the Federal Ministry of Trade just as any other business venture. In August 1977 following the promulgation of Decree No.11 a Correspondence Education Unit was established in the Federal Ministry of Education Science and Technology charged with the responsibility of assessing, and evaluating correspondence colleges for accreditation (details in Annex 1).

IX. THE UNIVERSITY OF THE AIR

29. The University of the Air is a distance education project jointly organised by Anambra State Broadcasting Corporation (ABC) and the Institute of Management and Technology (IMT) Enugu. The project relies heavily on Radio broadcasts supplemented with lecture mimeographs/lecture notes and week-end tutorials.

30. The University of the Air was launched in 1978 with the following objectives:

- "1. To provide opportunity for higher education for adults who for some reasons do not have the chance of (formal) education.
2. To complement the work of Institution of higher learning.
3. To provide manpower need for the nation.
4. To increase the number of educated citizens and
5. To provide a forum for the acquisition of general knowledge for the public."(10)

31. In order to provide sufficient air time for broadcasting the Anambra State Broadcasting Corporation (ABC) established two stations, namely ABC - 1 for entertainment programmes and ABC - 2 principally for Educational programmes of the University of the Air.
32. The courses offered include the G.C.E. advanced level subjects, the ordinary National Diploma (OND) and higher National Diploma (HND).
33. Two subjects, economics and Government are offered at advanced level while twelve are offered at ordinary level i.e. - English language, literature in English, Mathematics, Biology, Economics, Commerce, Government, History, Bible Knowledge and Igbo (language).
34. Eleven out of the twelve subjects are taught through the three media system - ABC radio broadcast, lecture notes and weekly tutorials. Although the University of the Air tutors can advise weak students not to register for the G.C.E. examination it has no control over them. However, many workers continue to register for the courses as a result of success made by other students.
35. The University of the Air Diploma programme started with an initial intake of 28 students but now there are well over 128 students. (details in Annex II)
36. Although the programme has not been able to admit students with lower entry qualification, than the requirements of the traditional formal system yet it has given opportunity to a large number of working adults to improve their education.
37. The University of the Air project is an example of the combination of resources of two separate organisations - the broadcasting Corporation and an Educational Institution - to promote learning at a distance.

X. THE NATIONAL TEACHERS INSTITUTE (NTI)

38. The National Teachers' Institute (NTI) Kaduna, was launched in 1976 and formally established by decree in 1978 to provide inservice refresher and upgrading courses for Grade II Teachers in Nigeria through distance education technique.

39. The Universal Primary Education (UPE) launched in Nigeria in 1976 to equalise educational opportunities between different parts of the country was one of the most ambitious educational programmes undertaken by any Government in recent times. The implication of the UPE for the training of primary school teachers was enormous as primary school population rose from 8,268,800 in 1976 to 10,426,300 in 1978.⁽¹¹⁾ The minimum qualification for teaching in the primary school is Teacher Grade II Certificate. This Certificate can be obtained in any of the following three ways:

- i. A five year post primary course in the Grade II Teachers' College.
- ii. A three year post-secondary III course, and
- iii. One to two year course for West African School Certificate holders.

40. Before the UPE there were about 130,000 teachers in Nigeria's primary schools and about 70,000 of them did not possess the Grade II Teachers' Certificate. Moreover, it was estimated that in order to cope with the UPE programme Nigeria must provide over 210,000 additional primary school teachers by 1982.⁽¹²⁾ Many Ministries of education in the country therefore embarked on emergency teacher training programmes to enable them cope with the problems of teacher production for the UPE. The emergency programme however, added significantly to the number of subgrade II teachers as many of the beneficiaries were referred in various subjects.

The NTI was thus established to offer in-service training to the teachers without withdrawing them from the schools.

41. The NTI was established to cater for all categories of teachers but currently it concentrates on the upgrading of subgrade II teachers (Annex III).

42. The course delivery modes currently employed by the NTI are printed course materials, face-to-face teaching at the study Centres and recorded audiotapes. The use of radio broadcasts and recorded videotapes are expected "in due course."⁽¹³⁾

43. The NTI printed course materials are arranged in cycles, modules and units to ensure the breaking down of instruction into self-contained independent and manageable units. A cycle is a collection of NTI modules which may take a student to a particular level of his course or to higher levels of the course where the subject is cyclical in nature. A module for NTI purposes is a major topic within a subject area which is considered an entity and it comprises six units.⁽¹⁴⁾ A Unit is a course item which can roughly be equated to an hour's lesson topic. In each unit, the subject, the cycle, the module and the Unit number are clearly written.

44. The unit topic and the specific objectives are also clearly stated. Each course is accompanied with work-books and answer books to enable the students work out their assignments. A study guide is also supplied to each student.

45. Face-to-face contact of the distant learners with their course tutors is achieved at the study Centres which are located in the teacher training colleges in each state. The study Centres are to be equipped with radio tape and video tape recorders, film strip and slide projectors as well as slide sets, pictures, film-strips and other learning aids. Study guides and course books are also supplied to the students at the study Centres to minimise the problems of the mailing systems.

The study Centres also serve as a forum for the students to meet and discuss their work with one another thus offering a means of socialisation. The study Centres are under the control of the various state Ministeries of Education.

46. The NTI operates a Field Centre in every state of the Federal Republic of Nigeria. The Field Centre is staffed by the NTI and it serves as the co-ordinating centre for all the study Centres in the State. Special courses are organised for the NTI tutors at the Field Centre.

47. The structural set-up of the NTI facilitates the effective discharge of its responsibilities. The course writing Department develops the course materials suitable for the under-qualified teachers. The printing Department prints the written course developed by the course writing Department. To reduce the cost of printing and to enable correction and editing of the course text, the Printing Department has a stock of commercial printing machines manned by experienced professional staff.

48. The printed course materials are distributed by the Field Services Department to the teachers through the field and study Centres in the States.

XI. THE CORRESPONDENCE AND OPEN STUDIES INSTITUTE (COSIT),
UNIVERSITY OF LAGOS

49. The Correspondence and Open Studies Institute COSIT of the University of Lagos was formally launched in April, 1976 with the following objective:⁽¹⁵⁾

- a) To bring University Education to willing learners at home who have missed the opportunity or some-how are unable to avail themselves the opportunity for full time studies in a University.
- b) The application of distant learning techniques to contribute to the production of the manpower needs of the country and
- c) To provide opportunity for re-training while on the job through non-formal education method

d) Democratisation of Higher Education opportunity.

50. The Institute started with two degree programmes in 1975/76. One was B.Sc. Education aimed at producing graduate teachers in Science subjects to meet the demands for Science teachers in the Secondary Schools and teacher training colleges following the launching of the Universal Primary Education (UPE) in 1975. The other course was in Business Administration and Accounting to obviate the inadequate manpower in the private sector particularly in Banking, Accounting and Insurance businesses consequent upon the rapid expansions in the economy brought about by the oil boom of the seventies and the promulgation of the Business Indigenisation decree.

51. Today, the following courses are offered by the Institute through distance education:

- i) B.Sc. (Education) in Chemistry, Physics, Biology and Mathematics.
- ii) B.A. (Education) in English, Geography and History.
- iii) Bachelor of Education - B.Ed.
- iv) B.Sc. (Hons) in Business Administration
- v) B.Sc (Hons) in Accounting
- vi) Post graduate Certificate in Education both in Arts and Science.

52. The COSIT is faculty based in structure and it is an integral part of the University of Lagos. The entry requirements are identical with those for full time students(Annex IV). The Institute does not offer courses of its own but those available in the faculties and which can be easily offered by Distance Teaching Methods. The courses are written and moderated by faculty members who also act as contact tutors at study Centres, conduct and mark examinations. This ensures that the standards match with those of the full time students.

53. The students are mainly teachers, public servants and employees of private commercial organisations and some individuals aiming at self improvement.

54. Like the NTI, the COSIT uses a multimedia approach. Print Correspondence is however, the principal medium of instruction. Others are broadcasting, and face-to-face sessions at study Centres plus four week residential course during the long vacation with one week induction course for new students.

55. The success rate of COSIT is currently under investigation. However, out of the 60 COSIT candidates presented to the faculty examination, six passed in the 2nd class upper division, 26 in 2nd class lower, 14 in the third class and two had ordinary pass. There were only twelve failures. The examination was the same for both COSIT students and regular students.

56. The total student population was about 5,000 in 1983 and the intake for 1983/84 stood at 1,500. This increase in yearly intake is a sign of the success of the programme.

XII. TEACHER IN-SERVICE EDUCATION PROGRAMME (TISEP)

57. The TISEP was established in 1967 by the Institute of Education Ahmadu Bello University Zaria. Its primary aim was to train and upgrade the unqualified primary school teachers especially in the ten Northern States of Nigeria by combined correspondence and face-to-face courses. This applies particularly to those Teachers who are unable to attend Teachers' Colleges on a full-time basis, those who failed the Teacher Grade II examinations and other categories of unqualified primary school teachers.

58. The TISEP is divided into two programmes and each programme last for two years. TISEP 'B' programme is for Grade III referred teachers, Grade IV Certificated teachers and untrained teachers with a minimum of two years teaching experience.

59. TISEP 'A' programme is for Grade II referred teachers, Grade III Certificated teachers, WASC (West African School Certificate) holders, WASC failures who are in full teaching and candidates who have successfully completed TISEP 'B'.

60. Each TISEP programme is structured mainly into contact sessions and correspondence work. Two contact sessions are held each academic year in the study Centres located at the Grade II Teacher Training Colleges throughout the ten Northern States. The first contact session lasts for six weeks. It is held in July/September long vacation when the teachers are normally free from the classroom. The second contact session is held during the March/April break for two weeks only. Face-to-face teaching at the study Centres is done by experienced teachers of the Grade II Teacher Training Colleges who are paid by the State Ministries of Education. These teachers conduct tests and mark students works but the grading is done by the Institute. The Institute also appoints a TISEP Co-ordinator at each Centre to liaise between the Centre and the Institute.

61. The Correspondence work is produced in the form of 'Study Guides'. Each study guide consists of six Units and each unit is made up of three lessons. The study guides are printed by the Institute printing press and this reduces the cost of production. They are delivered by Courier Service to the study Centres. Some Audio-Visual materials-charts pictures, kits etc are available in some study Centres. Electronic media are not used because of their prohibitive costs and transmission problems in the country.

62. The total student enrollment for the TISEP in 1983/84 was 1,644. Out^{of} this number 773 were for TISEP 'A' and 871 for TISEP 'B'. Each student pay ₦80 for the whole TISEP 'B' course and ₦90 for TISEP 'A'. The fees are convenient for the sub Grade II teachers.

63. The success rate of the TISEP students in Grade II Teachers Examination ranges between 60 percent and 80 percent. (16)

XIII. NIGERIA CERTIFICATE IN EDUCATION (N.C.E.) BY
CORRESPONDENCE

64. The N.C.E. by Correspondence was inaugurated in 1976 by the Institute of Education, Ahmadu Bello University Zaria. The main objective is to train and up-grade Grade II certificated teachers who are fully engaged in teaching in the

primary schools. It offers opportunity to teachers with up to five years teaching experience to receive higher education while on the job.

65. The course is organised into contact and correspondence sessions which cover four calendar years and one term (of contact session); In each calendar year there is a contact session of 10 weeks from July to September and a correspondence session from October to June. The course begins and ends with a contact session during the long vacations.

66. Tuition is mainly done by printed correspondence text in the form of study guides prepared by subject specialists. The topics in the syllabus are treated in depth. The content is written in simple language and style. A list of activities and self assessment exercises are included in the study guides. A list of relevant text books is also sometimes recommended where necessary. All efforts is made to make the study guides self-sufficient.⁽¹⁷⁾

67. Contact sessions are held at the Campuses of the Advanced Teachers Colleges of Kano and Zaria. The lecturers at these institutions form the bulk of the part time teaching staff. This helps to ensure parity of standard with regular courses that are offered by the formal colleges.

68. The subjects offered in the course are divided into 'minor' and 'major' subjects. The minor subjects are compulsory to all students in the first three years of the course. They include, General English, Language Arts, Creative Arts, Primary Science, Social Studies, Physical and Health Education. The major subjects are continued up to the fourth and final year of the course. They include Education, Practical teaching and the students teaching subject.

69. The students are assessed through continuous assessment (40%) and examinations (60%). Continuous assessment is done through regular assignment during the correspondence course and work set during the contact session.

The examinations are of three types: the correspondence course examinations which is administered during the first week of the contact session, the contact session examination taken at the end of the ten week contact session and the Practical teaching examination which is placed at the fourth correspondence course year.⁽¹⁸⁾

70. The course started with 93 students in 1976, but it has continued to maintain high enrollment figures since then. The data obtained from the Institute shows that 1,574 students were enrolled in 1981; 1,511 in 1982; 1,423 in 1983 and 1,518 in 1984. These figures could have been larger but for the limited accommodation for the students in the Campuses and the shortage of teaching staff during the contact sessions.

71. It costs a student about ₦500 (about US\$668) per year during the contact session. This covers tuition fees, accommodation, feeding and correspondence text materials. Although this amount is higher than the fees paid by regular course students the correspondence course students are satisfied that they are studying and earning salary.

72. The major problems facing the course are scarcity of competent course writers, scarcity and high cost of printing materials, inadequate funding, delay and loss of print materials in the mail and inadequate transportation services.

73. However, the N.C.E. by correspondence course is very popular. Its running cost is quite low, and the demand can not be met. Moreover the local Education Secretaries and Inspectors of Education feel that the output of the students is higher than that of other teachers.⁽¹⁹⁾

XIV. THE NATIONAL OPEN UNIVERSITY

74. In a bid to provide deliberate planned alternative to the conventional university education, the Federal Government embodied the establishment of the Open University of Nigeria in the fourth National Development Plan.

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Accordingly a co-ordinating Committee was set up in November 1979. The Committee liaised with the Higher Education Division of the Federal Ministry of Education so that the idea of the Open University was pursued within both the Federal Ministry of Education and the Executive Branch of Government. As a result, a Presidential planning Committee on the Open University System was set up, effective from 1st May, 1980. The three-man Committee had the following objectives:

to work out the educational functions of the University and formulate proposals on the form that it should take; to draw up guidelines along which it would develop; to operate a plan of operation so that the University could reach an enrollment target of 100,000 students in five years to examine ways in which radio, television, correspondence courses and face-to-face teaching could be used to attain the objectives of the Open University and make concrete suggestions, and to carry out any other assignments that would facilitate the discharge of its duties.

75. The Open University Bill which had been passed by the House of Representative on 16th July, 1981 was finally enacted on 22nd July, 1983 by the Joint Committee of the National Assembly which changed the name of the institution from Open University of Nigeria to National Open University.

76. The National Open University introduced a more flexible admission policy and reduced the entry qualification to mere proficiency in English language and simple Arithmetic in some courses. It began its orientation programmes by radio and television broadcasts. Thousands of students mainly working adults applied for admission and the University was to admit 500 students from each of the 19 states and Abuja; a total of 9,500 students.

77. However, the economic crisis in the country had caused the suspension of the institution by the Supreme Military Council on May, 7th 1984. It is hoped that the institution will be resuscitated when the economy picks up again.

XV. GENERAL REVIEW

78. The various practices described here are efforts by the private and public sectors of Nigeria's Educational System to bring education to the reach of many more Nigerians through distance learning techniques. These efforts are constrained by the primitive state of development of indigenous technology and communication systems in the country. Some aspects of the various systems need brief discussions.

XVI. DOMINANCE OF THE USE OF PRINTED COURSE MATERIALS

79. Most of the distance education systems surveyed depend heavily on the printed course materials. The use of high technologies such as, Computer-Assisted instruction, Telephones, Tele-Conferencing, Television etc, seem to have been carefully avoided for obvious reasons.

For a country where telecommunication systems are inefficient and where electric power supply is erratic, reliance on electronic media as primary delivery system will have some disastrous effect. Besides, the production of the soft-wares that go with such high technologies will not only be too expensive and uneconomical for the system but also the professional operators and technicians to man them are not available. Infra-structural facilities are necessary for effective use of high technologies.

80. The National Open University in a bid to ensure a very efficient as well as effective delivery systems covering its major delivery modes of Television Broadcasts, printed materials, Radio Broadcasts and other infra-structural facilities and services ran into some serious logistical problems and discovered that it had to:

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- i) Establish its own television network to cover the whole country since the current national network does not meet that requirement
- ii) Install its own TV/Radio transmitters in order to have adequate air time to cover the various range of courses and the categories of audience being catered for. Television and Radio broadcast signals are not accessible to all parts of the country and where they are accessible the programmes are interrupted by frequent power cuts.
- iii) Launch its own Courier Service for door-to-door delivery of its support services in a country of 924,000 square kilometres and a population of approximately 80 million people, as a result of the inefficient postal services offered by the Post and Telecommunications Department of the Ministry of Communications.
- iv) Inaugurate an air-delivery service to state capitals and some strategic locations in the country from where the land-distribution network of vehicles would take-over.
- v) Construct additional roads and air fields to facilitate the accessibility of every part of the country.
- vi) Train a large retinue of Educators and Technicians to man the study Centres, Service and maintain the hardwares which include Electric generating plants, Computers, broadcast equipment, motor-vehicles, etc and Course Tutors with whom the students are to correspond.
- vii) Establish its own printing publication Service.
- viii) Establish a comprehensive Technical Services network for the installation, maintenance and servicing of the different types of hardwares and soft-ware facilities that it would use.

81. In appreciation of the problems enumerated above, the Federal Government of Nigeria suspended the National Open University for re-instatement when the infra-structural facilities required are available for it to take-off with built-in success element.

82. The use of Printed course materials with supplements of radio and audiotapes is economical and appropriate to the present state of development in Nigeria. The problems experienced by the correspondence establishments and various institutions, with printed materials are those of getting good course writers, high cost of printing materials and inefficient postal services for their distribution. Some of the institutions are combating the problems by employing faculty members (teachers) as part-time course writers, establishing own printing press and by running courier services.

XVII. LONG FACE-TO-FACE/CONTACT SESSION

83. Face-to-face teaching is the main characteristic of the traditional education; however, in distance education it is a small but essential component. The Institute of Education Ahmadu Bello University Zaria which runs the NCE by correspondence, adopts a long period of face-to-face teaching (about ten weeks). The long contact session demands a large number of teachers which the institute has not been able to provide. This calls for the establishment of study Centres to reach a larger number of students in order to minimise the need for students to travel long distances. Furthermore there is need for more qualified and experienced staff to man such Centres.

STUDY CENTRE

84. Study Centres serve as contact points for the distance learners and their tutors as well as materials distribution points. The study Centres covered in the survey are either located in the Teacher Training Colleges or the Colleges of Technology. These institutions are usually in the urban areas and very few are in rural areas. Locating more study Centres at the village level will make the services available to more people.

85. Furthermore, most of the Centres are ill-equipped. The library stocking is poor, playback as well as projection equipment are very scarce and worse still, the soft-wares to use with the equipment are non-existent.

86. In addition to the issues raised above the study Centres should have well equipped laboratories and workshops and should not be restricted to housing printed books and audio-visual materials alone.

XVIII. COURSE OFFERING AND ENTRY QUALIFICATION

87. There is no dispute about the fact that many people especially adults who are unable to complete their education in regular institutions are now doing so through distance education while still working. However the majority of the courses offered by the distance learning systems are similar to those of the conventional institutions and require the same entry qualifications. For example the IMT/University of the Air courses and the COSIT courses are faculty based. They are the same courses offered by the faculties of parent Institutions and the students sit for the same examinations and have to meet the same entry qualifications. The only departure from this practice would have been the suspended National Open University. The only difference between the correspondence Colleges and the conventional institutions is in the method of delivery of the courses.

88. One would like, however, to see distance learning courses designed to cover every phase of human endeavour and not necessarily tied to formal education system requirements. There is a growing desire now of people wanting Education for its own sake and not necessarily for certificates. Changing technologies call for the retraining of even the professionals. Distance education programmes should make allowances for people that want to acquire new skills and professions. One would therefore want to see the expansion of courses offered to cover all aspects of liberal education, for the acquisition of new skills and professions.

89. The suspended National Open University had a promise of enrolling students with mere proficiency in English and Arithmetic to any degree course and to reach the students with the courses in their homes. This would have been the climax of distance education in Nigeria since it promised "Life-Long-Education" opportunity for the populace.

90. There appears to be one major area of neglect in the application of Distance Learning technique around the world from the information available to me. This relates to its use for primary school leavers who relapse to a state of illiteracy after the completion of their Primary Education and the adults in the society.

91. In most Third World Countries, these people constitute at least 60% of the total population. Their size therefore, demands that they be catered for in all measures that are designed to make every segment of a nation's population productive.

XIX. CONCLUSION

92. The general conclusion that one can arrive at is that distance education is making the desired impact on the Education scene in Nigeria inspite of all the problems described above.

93. A good number of school drop-outs are now meeting their educational aspirations through correspondence Education. They register for the General Certificate of Education examinations, professional and Business Administration examinations. A large number of the candidates who sit for GCE examinations are products of the Correspondence Institutions.

94. The N.C.E. by Correspondence and the NTI programmes were initiated to retrain and upgrade teachers while in service. Thousands of teachers are benefiting from these programmes and this has helped to cope with the high demand of teachers for the universal primary education programme.

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The University of Lagos Correspondence and Open Studies Institute has been producing manpower in Business Administration and Accounting for the private sector and also graduate teachers for the education sector. Science Graduate teachers are being produced to meet the serious shortfall in the graduate Science teachers needed in Nigeria. Similar, excellent programmes of graduate teacher production has taken place at IMT Enugu.

95. Generally the cost of distance education is considered lower than that of the traditional education, both for the students and for the institutions offering the courses but the initial capital investment is high.

It is true that a course material is expensive to design but once designed it can be used for increasing number of students. The students themselves are highly motivated. They study while in employment and they see learning as enhancing their social and economic status. The flexibility of distance education course encouraged the idea of life-long education in a society which used to view education in purely utilitarian terms. Thus the desire for Education for its own sake has taken a firm root in Nigeria.

96. There is need for a closer examination of how the 60% semi-literate and illiterate adult populations of the Third World Countries can be made productive through distance education technique.

97. For distance education to succeed in any Third world Country "EVERY THING MUST BE RIGHT:" the facilities, the Money, ^{all} the Personnel and above/the Government Commitment to the success of the Enterprise.

THANK YOU:

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ANNEX I: ACCREDITATION OF
CORRESPONDENCE COLLEGES

ANNEX I

On the identification of the need to control and enhance the standard of distance institutions in Nigeria, the Federal Military government promulgated Decree No.11 of February 10th 1977 known as "Educational Correspondence Colleges (Registration, etc) Decree." It states in its opening paragraph:

"THE FEDERAL MILITARY GOVERNMENT hereby decrees as follows:

1. If any person is desirous of enrolling not less than twenty citizens of Nigeria as students for any correspondence college of which he is or proposes to be the proprietor thereof then where such course or part thereof is to be run by the correspondence college in Nigeria or as the case may be, to be undertaken by such students while resident in Nigeria, the proprietor concerned shall apply for registration of the correspondence college in accordance with the following provisions of this Decree."

The accreditation process among other things deals with the following:-

1. "Educational Objectives

Are they clearly defined and stated?

Are they reasonably attainable?

Are they used in the operation of the College?

Does the school and its courses meet the stated objectives?

2. Course Materials:

Relevance of the course material to the syllabuses of appropriate examining bodies coverage of syllabus contents

Quality of course materials

Clarity and Simplicity of course materials;

3. Tutorial Services:

Organisational set-up for feed back. Promptness of feedback between the time a college receives materials from students and the time material is despatched to student;

4. Human Resources:

Academic Staff

Administrative staff

Ancillary staff

Physical Resources

Surrounding environment of college.

5. Student Services:

Number, qualification and experience of student advisers and counsellors

6. Accounting System:

Tuition fees per subject or combination of subjects. Auditor's report for current year
Tax clearance certificate for past 3 years or since business began"⁽⁹⁾

7. The duration of the Courses and the terminal qualification.

- i. Compatibility with the content of courses offered in formal traditional educational establishments
- ii. Acceptability of the Certificates/Diploma's by the accredity Agencies and Professional Organisations.

ANNEX II: IMT/UNIVERSITY OF THE
AIR PROGRAMMES

a) G.C.E. Courses

The duration of the G.C.E. Courses is one year. The students are working adults who want to improve their education and who are resident in Anambra State or close enough to receive radio broadcast from ABC medium wave band.

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Registration form is sold at ₦1.50. Registration fee is ₦20.00 per O'Level subject or ₦180.00 for eight (8) subjects and, ₦40.00 per A'Level subject or ₦70.00 for the two A'Level subjects. This is considered cheaper than a five year programme in conventional schools. Radio broadcast are scheduled between 6.45 pm and 10 pm. This gives opportunity for workers (students) to listen to the broadcast. Lecture notes are sent by mail to the students but very often because of poor postal services they are sent by courier services to the various registration Centres for the students to collect. Tutorials are organised on Sundays and all students are expected to come to the registration centre at Enugu. This can create travel problems and it explains why the students should be resident in the State.

Mathematics which is not taught by broadcast is taught on Saturdays by face-to-face lectures.

Tests and examinations are administered during the tutorials. Assignments are also given during broadcast. Students are normally advised by the tutors on how to study as well as the choice and combination of subjects leading to their expected careers. The Educational programme services also conduct mock G.C.E. examinations to ascertain when the student is ready for the General Certificate Examination.

b) Diploma Programmes

The IMT delivers its National Diploma (ND)-and Higher National Diploma (HND) courses in Business Administration and Management through the University of the Air project. The Institute also runs regular courses for residential students. The entry qualifications for both the regular and University of the Air students are however the same and the courses are of the same standard.

A candidate must have credit level passes in at least four subjects in West African School Certificate (WASC) or General Certificate of Examination (GCE) ordinary level at one sitting or credit passes in at least five subjects in two sitting including English language and Mathematics.

The subjects offered in the programmes are as follows:

National Diploma

Year 1

Credit Hours

1.	EN 101 - Business English and Communication	4
2.	FB 101 - Principles of Economics	4
3.	AC 101 - Principles of Accounting	3
4.	EM 111 - General Principles of Nigerian Law	3
5.	MA 101 - Business Mathematics	3
6.	BM 101 - Introduction to Business Organisation	3
7.	BM 121 - General Studies	3

Year II

1.	FB 201 - Advanced Economics	3
2.	AC 201 - Financial Accounting	3
3.	BM 218 - Nigerian Commercial Law	3
4.	AC 221 - Cost Accounting	3
5.	BM 203 - Management Statistics	3
6.	BM 204 - Data Processing	4
7.	BM 103 - Principles of Management	3
8.	MK 101 - Principles of Marketing	3
9.	BM 211 - Personnel Management	3
10.	BM 221 - Office Management	3

Higher National Diploma

Year I

1. - Business Management
2. - Business Finance and Banking
3. - BM 211 - Industrial Law
4. - Production Management

Higher National Diploma
Year 1

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5. - Business Mathematics and Statistics
6. AD 101/2 - Elements of Government

The National Diploma lasts for two academic year while the higher national diploma runs for four years including one year industrial attachment. Each academic year is divided into two semesters of 20 weeks. At the end of each semester the students take semester examinations in accordance with the rules and regulations of the IMT. At the end of the second year successful students are awarded the diploma of the Institute of Management and Technology (IMT) in Business Administration and Management. At the end of the fourth year which includes one year industrial attachment a higher diploma is awarded to the successful student.

Lectures are delivered through ABC - 2 Enugu and broadcast time tables are issued to registered students. The students are also supplied with the mimeographs of the lectures delivered by radio broadcast. Courses in Mathematics are however not taught by air. This can be partly because of the inappropriateness of the medium for mathematics teaching and partly because suitable printed supports materials have not been designed by the Institute. Lectures delivered by air are supplemented by bi-weekly tutorials usually held at the institute. Here again the students are required to come to the Institute for tutorials and lectures and this limits the access of the University of the Air Programmes to clients around Enugu.

ANNEX III: SUBGRADE II TEACHERS

This group of unqualified teachers is further categorised as follows:

- Category (1) - Grade II (R), referred in one, two or all three external subjects.
- Category (2) - Grade II (R), referred in more than three subjects (any three subjects)
- Category (3) - Grade III or two-year emergency trained teachers.

Category (4) - Primary School leavers with less than one year's training.

The categorisation is necessary to determine and plan suitable courses for each group of student so that at the end each teacher will obtain a Grade II teacher's Certificate.

A Grade II Teacher's Certificate is awarded to the candidates who have passed a national examination in three 'external' subjects - English, Mathematics and Education - Set by the NTI (formally by the West African Examination Council) and in five to seven other subjects set and moderated by the State Ministries of Education.

ANNEX IV COSIT COURSES

a) Entry requirements

The entry requirements are identical with those of full time students of the University - 2 'A' Level at the General Certificate of Education Examination plus 5 ordinary level subjects in the same examination including English which is the language of instruction in all Nigeria's Higher Institutions. However, candidates who are 33 years of age and above are given concessions. They are admitted if they pass 5 ordinary level subjects including English, provided they are long-standing practitioners with considerable experience, and for such candidates seeking to read Science education. There is a Special Entry Preparatory Programme (SEPP).

b) Study Centres and Course delivery

Study Centres are located all over the country. There are only 12 of them and each is housed either in a University, a College of Technology or of Education. The study centre provides accommodation for the face-to-face session and serves as a forum for exchange of ideas amongst students, and thus helps to reduce isolation.

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The study centre also serves as a distribution centre where the students collect their course-texts delivered regularly by courier system. The students also return their written assignments through the study centre. Other facilities provided at the study centres include the library, laboratories, audio-visual aids - cassette and video tapes, recording and playing back machines, films and film projectors etc.

The course structure is also organised in modules. A module in COSIT is equivalent to 27-hour lecture contact and three modules make up a booklet. There are self assessment questions at the end of each module. At the end of the third module there is a written assignment and also an end of course examination.

Radio broadcasts of the COSIT lectures are made by the Federal Radio Corporation of Nigeria (FRCN) through the new educational channel. The lectures are broadcast on Tuesdays, Thursdays and Fridays from 10.15 pm to 10.30 pm. This timetable is very suitable for most student workers. The state of television broadcasting in Nigeria has not yet allowed the use of television broadcast. Evidence of this fact was seen from the experience of the suspended 'National Open University of Nigeria' which attempted to make extensive use of television broadcasts.

The COSIT distance education courses are relatively cheaper for both the students and the Institute than the regular courses. A student spends about one hundred and ten Naira #100.00 per year and the Institute about #150.00 per student at the moment. It is hoped that as the intake increases the average cost will be reduced.